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ABSTRACT

This introduction to the Reading Instruction and Pupil Personnel Services (RIPPS) reading program briefly describes the program, which treats reading difficulties as a possible causal factor in a child's lack of progress in school, or as a symptom of other social, emotional, or physical problems that adversely affect the child. The introduction points out that the program, which was introduced in the Portsmouth, Rhode Island, school system, combines a multidisciplinary guidance approach with a corrective reading program, and is staffed by psychologists, psychiatrists, guidance counselors, social workers, a school nurse, and reading specialists. (HTH)

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THE CHILDREN

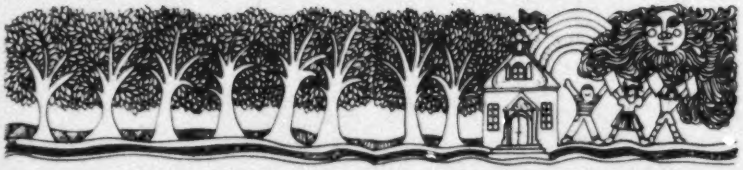
THE PROBLEM

The Reading Instruction and Pupil Personnel Services program treats reading as a possible causal factor in the child's lack of progress, or as a symptom of other problems (social, emotional, physical, etc.) that adversely affect the child.

In the first instance, the child's reading problem may be due to the lack of reading skills. In these cases, a corrective reading program may be sufficient to solve the child's problem.

In the second instance, a reading deficiency may be a symptom of other causes. The child may have difficulty coping emotionally or physically, thus requiring assistance from the guidance component of the RIPPS program. This program combines a multi-disciplinary guidance approach with a corrective reading program. Research supports the fact that reading deficiencies are symptomatic of problems a child may be having during his developmental years. *The thrust of this project is to identify the child and his problem as early as possible and to supply the necessary intervention to help him progress within the school and community* on a positive, encouraging basis. The child receives an initial diagnosis; an individual prescriptive program, and a continuing evaluation. If necessary, the child can be referred to other programs and agencies.

The program is staffed by a Director of Grant Programs, a school psychologist, a part time psychiatrist and clinical psychologist, elementary guidance counselors, social workers, an elementary school nurse and reading specialists.



THE MONOGRAPH SERIES

The RIPPS Reading Program

Early Identificatien and Readiness Program

Kindergarten Booklet

Pupil Personnel Services

Parenting Skills

Adopting the RIPPS Program

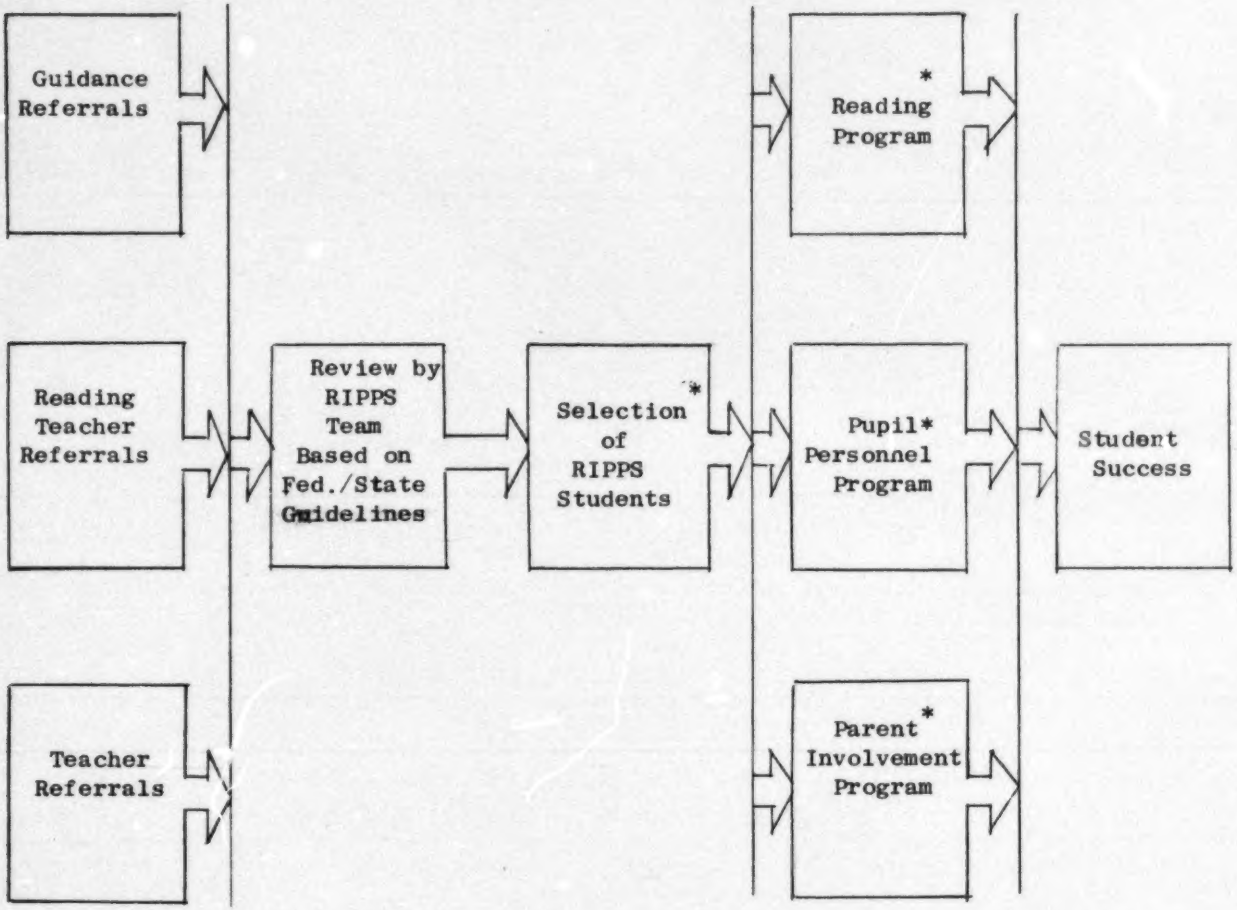
Organization and Management of the RIPPS Program

Student Selection Process

Second Printing 1/78

HOW THE RIPPS PROGRAM WORKS

STUDENTS BELOW GRADE LEVEL IN READING



*Detailed monographs available

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RIPPS
Reading Instruction & Pupil Personnel Services

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Some of the photographs used in this brochure were specially posed by James Edwards, son of Mr. and Mrs. John G. Edwards of 2409 East Main Road, Portsmouth, R.I.

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INTRODUCTION

RIPPS

READING INSTRUCTION & PUPIL PERSONNEL SERVICES

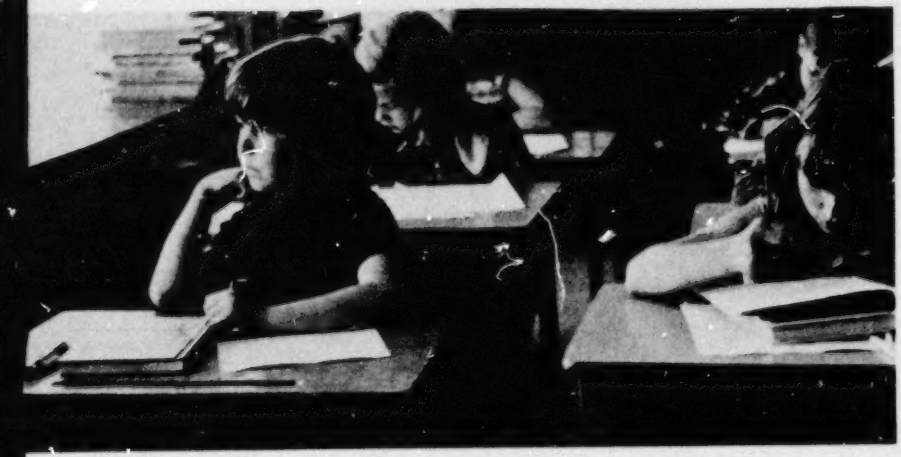
The Portsmouth School Department conducted an in-depth study to determine the need of educationally disadvantaged children in the Portsmouth schools. The study determined that in order to best help these children, special personnel and resources to identify the various causes which prevent some children from experiencing success in the learning process were most necessary.

With Title I funds, a corrective remedial reading program was initiated in 1966. In September of 1968 the Portsmouth Elementary Guidance program was instituted to provide a pupil personnel team whose major role was to assist in developing the full potential of the child in the educational environment.

In 1971, the guidance and reading programs merged. The Portsmouth School Department's Reading Instruction and Pupil Personnel Services Program became known as the RIPPS Program. This program, now in progress, attempts to coordinate all the factors contributing to a child's development. Through an interdisciplinary team consisting of the RIPPS staff and active participation of administration, classroom teachers and the school nurse, the RIPPS Program offers an individualized approach in both the cognitive and affective domain. The RIPPS program helps parents, teachers, school personnel and the community who, in turn, influence the child.

These children, in a typical classroom situation, are trying to learn. How they learn, what they learn and how well they learn, is directly related to the child's emotional, social and physical health. No matter how good the instruction, if the child isn't able to receive it, the learning process becomes seriously impaired.

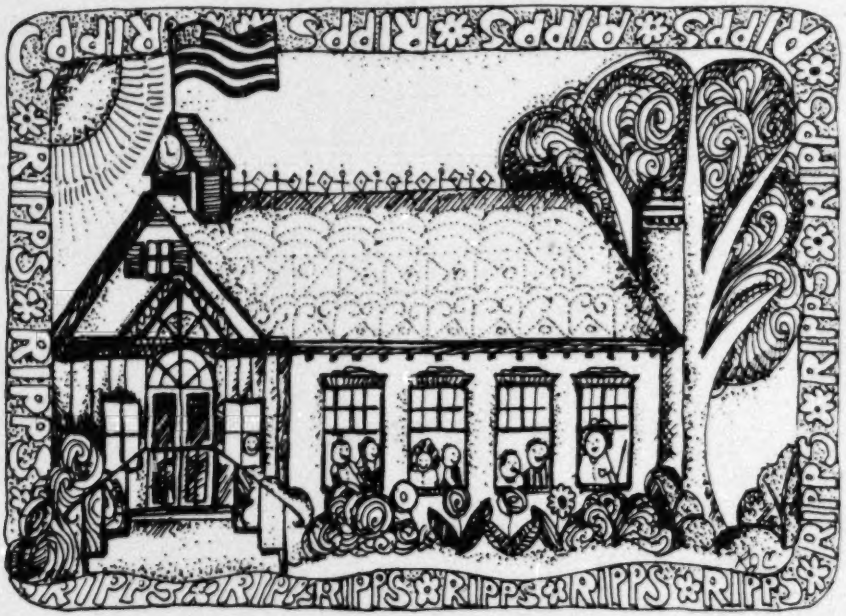
Children who learn with difficulty, or who do not learn at all, do so, usually, for various reasons. Many factors affect the learning process, but very few of the factors are readily discernible. Difficulties in reading and behavior are usually symptoms rather than causes. The need, therefore, is to determine the cause or causes of a child's learning problems, and from this, work out a program of remediation and special services.



As recently as four or five years ago, Timmy would have been a failure in his class. His continued inability to learn would have resulted in failure in the higher grades. Within a few years he would have become a serious problem. It is doubtful that Timmy would ever function well in his educational environment without appropriate intervention.

As a result of the study undertaken by a representative committee formed to assess the needs of children, it was determined that many of the children in Portsmouth were experiencing difficulty in the learning process, as well as having difficulties in other developmental aspects, such as environmental, social and emotional.

There was also a large segment of the total school population who were not working to their full potential for a variety of reasons and who needed assistance to prevent possible future problems. Based on these findings, it was the decision of the committee to organize a program of specialized personnel, who would work with all the factors that influence a child's ability to learn.



Beginning at the Kindergarten level, students may be eligible for RIPPS services based on extensive screening. A Reading Readiness program is conducted for eligible Kindergarten children before formalized reading takes place. Usually such areas as socialization, academic readiness, physical problems and parental guidance, as well as teacher consultation, are the types of services provided to the Kindergarten child and his parents.

Students scoring below grade level on standardized tests, beginning at Grade 1, through High School, are eligible for the services of the RIPPS team.

The RIPPS staff not only draws upon the school personnel for assistance in dealing with a child's difficulties, but provides a liaison, in the person of a social worker, between the home and school.

With this approach, all resources are brought to bear in designing the child's program and enlarging the perspective on which decisions are based.

As described in the brochure the RIPPS program is multi-faceted, with each facet closely interwoven, thus providing a sound and tested reading program that works. A monograph series will elaborate in detail each of these facets.